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eral material in a main library. It usually goes to the branches only because it has a positive value for the time being, and therefore should be brought out in the branch catalogs under subject at least. In the case of annual or other periodic publications the catalog entry should refer the public to the permanent files in the central library. The branches can most conveniently keep the accession and withdrawal count of their own ephemera; but the catalog department needs to have an official list of the regular branch ephemera. The Cleveland library files this list into its official author list so that the ephemera card for the branches stands behind the regular card for the main library.

The miscellaneous character of ephemera renders it impossible to make any generally applicable suggestions as to its cataloging. The consensus of opinion seems to be that in a large library material is inevitably lost sight of if there is no entry for it anywhere. For the most part this entry, whether in the public catalog or in official lists, should be a subject entry. Economize on the author side unless the author has a special significance.

In a small library material is perhaps sufficiently accessible from the subject side if in its classed place on the shelves, with possibly a general subject reference in the catalog to the class number. The classified vertical file in the large library serves the same subject purpose. But where material, especially pamphlets, goes into a

stack, whether on the regular shelves or on separate pamphlet shelves, put a subject slip in your catalog, if either the public or your assistants are to avail themselves of the material.

This whole problem of ephemera is chaotic and only in its infancy. In the future, when the contents of libraries have more pressingly outgrown their storage capacity or when a co-operative storage system has come into use, the question of the treatment of temporarily present material will become a very live one. It is hoped that this scratching at the surface of the problem may bring forth suggestions as to devices for handling ephemeral material, and also as to more material that may reasonably be regarded as ephemeral.

The treatment of broadsides was briefly discussed. Dr Richardson suggested that they be kept in a vertical file. Mr Hanson described the Brussels arrangement, where broadsides were kept in a vertical file with a decimal classification.

In accordance with the report of the Nominating committee, Miss Margaret Mann, Head cataloger of the Pittsburgh Carnegie library, was appointed Chairman of the Catalog section for the following year, and Miss Sophie Hiss, Head cataloger of the Cleveland public library, was appointed Secretary.

Adjourned.

## CHILDREN'S LIBRARIANS' SECTION

### FIRST SESSION

(Tuesday, June 29, 1909, 2:30 p. m.)

Miss Caroline Burnite, Chairman.

The meeting took the form of a story hour symposium and opened with a paper by MRS GUDRUN THORNE-THOMSEN, read by Mr C. B. Roden, on

### THE PRACTICAL RESULTS OF STORY-TELLING IN CHICAGO'S PARK READING-ROOMS

The library situation in Chicago with regard to children's work differs greatly

from that of most large cities in this country; consequently the problems relative to story-telling in the libraries must differ also. The whole question of the relation of public libraries to children is, "Shall there be a children's department with trained workers to choose the best literature and to find ways and means of getting the books into the children's hands?" This question Chicago has as yet not solved. It was the lack of such a department, the lack of branch libraries through which to circulate the books to the children, the

lack of co-operation between the public schools and the public library, in short the fact that children did not get their share of the benefits of the library, that caused some public spirited citizens to offer the services of a story-teller to the library of Chicago. The Board of directors accepted the gift and it became my privilege to conduct story hours in six park field-houses where public library reading-rooms had been established.

My aim in this work has been a three-fold one—First and foremost, by telling the world's great stories to help form the children's taste and thereby promote their reading of the best books; second, to interest the teachers in the children's reading outside of school as well as to make the teachers acquainted with what the library had to offer as direct helps in their daily work; third, to assist in the task of awakening a public sentiment in favor of a new policy with reference to the library's work for children.

I shall describe in a few words my method of procedure, in the hope that it may be of use to those who have the same or similar problems to solve. I had one story-hour afternoon a week in each park. First, one hour for the children below 10 years of age and following it an hour for the older children. The attendance at each story hour had to be limited to between 50 and 75 children for the following reasons: The size of the rooms, the strength of the story-teller and because I believe that intensive personal work is necessary in order to get the results most desired. I am decidedly not of the opinion that if good work is done with 50 children the work stops there. Those 50 influence their friends in the choice of books as much and even more than the teachers and librarians can. The children came in great numbers, the one difficulty being that so many had to be turned away. Usually the same children returned. The actual record of attendance shows that the continuity of attendance was from 85 to 95%. In one center, 33⅓% did not miss one story hour, 30 being given.

The stories told to the little children were from folk-lore, fairy tales, fables and

heroic tales. The older children listened to the Iliad, the Odyssey, Greek hero stories and a few miscellaneous stories, mostly humorous. This is not the place to discuss the value of this material. Suffice it to say that some timid friends, who believed that this particular class of children, whose taste had been nourished and developed by the nickel theaters and vaudeville performances of the neighborhood, would be bored by the classic stories offered in the story hour, were disappointed, and saw with surprise these very children leave the reading-room with an Odyssey or an Iliad under their arms.

In two reading-rooms 500 readers' cards were issued this year during the months from October to April as against 312 for the same months of the preceding year. Comparisons cannot be made with regard to the other four rooms, as they did not exist a year ago. But this increase may not be wholly due to the work of the story hour as it is of course impossible to know all the influences at work in a neighborhood. The attendance at the reading rooms has increased 50% over last year. The choice of a better class of books has been very marked in all the reading-rooms. The library furnished lists with the call numbers on subjects of interest to the children and these were given out to all who held readers' cards. Of course much greater results would have accrued from the work if there had been trained children's librarians in charge of the reading-rooms who could have come into personal touch with the children every day.

In order to get the co-operation of the teachers, I told stories in the assembly rooms of the schools and was given an opportunity to address the faculties of all the schools in the neighborhood of the reading-rooms. I also presented the subject of co-operation to all the teachers of two entire school districts. Teachers were present at almost all the story hours, often as many as twenty at one time. The teacher feels bound to use the story for many purposes; to teach oral and written language, grammar, spelling, etc. She appreciated the fact that the library story-

teller was free to choose any desirable material and to present the story as an art product and with no other motive.

The teachers found this to be the result: The children went back to the school and told the stories which they had heard at the story hour with more love and feeling than those they had heard in school. Many teachers reported improvement in individual children with reference to attention, interest in reading books and telling stories. Application blanks for readers' cards and reading lists were given to the teachers, who in many cases have organized reading clubs among the children. Other teachers now require the seventh and eighth grade children to read at least one book a month and give a short résumé of the same. Without exception the teachers have expressed appreciation of the story hour.

One principal of schools made this statement:

"We fail to establish a love for reading in the children. They do not become readers of good books after they leave school. We do what we can, but we must cover such a wide field, therefore we welcome all the help the home, the library or any other educational institution can offer."

Other teachers and principals with whom I have come into contact have agreed with this statement.

In order to awaken public interest in the subject of children's work in the Public library, it was necessary to give much more publicity to the story hour than otherwise would be desirable. Representatives from the daily press, from women's clubs, parents, in short all who were interested were admitted to the story hour. Throughout the year several of the prominent papers printed notices and editorials upon the problems involved, always appreciative of the work done, but particularly emphasizing what other cities are doing and what ought to be done in Chicago.

It must be clearly understood that the reading-rooms in which the story-telling took place are not circulating the books to the children. They are reading-rooms with about 700 juvenile books and from 1,000 to 1,200 for adults, and serve as de-

livery stations, all circulating being done from the central library. One tangible result can be traced to the interest awakened in children's work, namely that three reading-rooms will become circulating branch libraries in the near future.

Mr Roden gave additional information concerning the conditions under which the stories were told and the results, as seen in the use of the Chicago public library.

Then followed reports of the practical results of story-telling in four large libraries:

1. In the New York public library, by ANNIE CARROLL MOORE.

2. In the Carnegie library, Pittsburgh, by ALICE I. HAZELTINE.

3. In the Brooklyn public library, by IDA J. DUFF.

4. In the Cleveland public library, by ROSE GYMER.

### 1. STORY-TELLING IN THE NEW YORK PUBLIC LIBRARY

Story-telling, considered as an art, is the finest medium of expression we have for revealing what there is in books for children. With story-telling, as with every other form of work undertaken by the modern library, the tendency to premature and mechanical organization and to imitation of what another library is doing without counting the cost to the library in question has to be met and surmounted.

Story-telling may easily become a fad; or it may act as the finest kind of leaven for raising the whole tone of work for children in a library or a system of libraries. It is in the latter aspect that I wish to present it, as an important factor in the unification of the work for children in a system of branch libraries in which the work with children had been carried on for several years before story-telling was introduced.

In one of the largest branches, situated in a district much frequented by gangs of lawless spirits, two regular story hours, one for little children, the other for older boys, had been established the year previous to the appointment of a supervisor of

work with children. It was therefore possible to note the effect of a story hour upon the work in general by comparing the children's room of this branch with other children's rooms where the story hour had not been attempted. The circulating work, while very large, seemed less mechanical and on coming into the room one felt that difference in atmosphere which indicates that work is distinctly alive, although it was the month of September and the more active work of the autumn, including the story hour, had not yet begun. The effects observed were directly traceable, in part, at least, to the enjoyment of the story hour by the children and by the branch librarian and assistants; and by the increased pleasure and interest of all in the children's room.

During the second month of my work, the assistant who had told stories at the branch described was borrowed and a story hour was arranged for every branch desiring it. Branch librarians and assistants who felt any desire to tell stories were invited to attend the story hours held at their branches. The experiment was one of very great interest and has proved most suggestive in developing the work at other points, since it afforded opportunity for observing typical groups of children in all parts of the city. It was not possible to institute regular story hours during the first winter except at branches where an assistant was able to carry out her own plan of work, but it was evident that most of the branches were ready for story-telling as soon as arrangements could be made for it.

At the beginning of the second year an assistant to the supervisor was appointed who has acted as a visiting story-teller in addition to her duties in connection with the office of the children's rooms. The removal of an age limit during the winter of 1907 made it necessary, as well as desirable, to give special attention to children under 10 years old in the story hour and in the selection and general use of books. Accordingly, the first year of the work of the visiting story-teller was distributed over the whole system rather than confined to a limited number of the

branches. Fortunately her preference was for the younger children. Her choice of stories has been chiefly from English, German and Scandinavian folk tales. Very careful attention has been given to the selection of the best versions for telling and for recommendation at schools, at parents' meetings, and in the children's rooms. The general plan for the work was to strengthen the story-telling already being done by assistants, to establish regular story hours at branches where it seemed desirable to do so, and to introduce them at the opening of a new children's room.

In response to the interest aroused by introducing a group of school principals to "Miss Muffet's christmas party" at one of the Staten Island branches, the supervisor's assistant has told stories at public schools and at parents' meetings on Staten Island for two successive years. In reviewing her work, she reports that the story-telling has enabled her to look upon every detail of the statistical and book order work with interest, and to accomplish the routine of office work with greater ease and celerity because her interest has been spontaneous.

As the regular weekly story hour for the younger children became more widely established the need of similar provision for the older boys and girls became more urgent. Several clubs and reading-circles both for boys and for girls had been formed and were carried on with varying degrees of success, and a number of largely attended story hours were held in connection with exhibits lent by the American museum of natural history.

At the beginning of the third year another assistant was appointed whose entire time is given to telling stories, to the selection of books used in connection with the story hours, and to the arrangement of exhibits in the children's rooms. It seemed advisable to experiment with the groups of older boys and girls, just as we had with the younger ones, before establishing regularly organized groups, since it is even more difficult to sustain the work with older boys and girls than with the younger children.

Beginning with a series of Norse stories in four typical city branches, the work for the older boys and girls has been extended over Staten Island and The Bronx, and has covered a wide range of stories from biography, history and literature. The visiting story-teller has also aided assistants in making plans for story hours and clubs and has given criticism on story-telling to those desiring it. The two visiting story-tellers, working in co-operation with the children's librarians and other assistants, among whom some excellent story-tellers have been found, have covered the field very well during the third year. With the results thus attained as a guide, we are now ready to give a more definite place to story-telling in the general scheme of work.

Forming an estimate of the practical results of the story-telling in the New York public library during these introductory years, I would give first place to its effect upon the work of the assistants and of the supervisor. Any form of work that takes assistants out of ruts and sets them to reading and thinking, and talking over what they read in a natural manner is worth considering. I believe that it should be considered first, because the full value of a story told to children can come only through the intellectual appreciation of the story by the person who tells it and a quick perception of its effect upon those who listen to it. The second result I would consider to be the increased sense of pleasure in the children's room, and in the selection of their books on the part of the children, and the beginnings of a real effect upon taste in reading. The last point is best illustrated by the groups of older boys and girls to whom stories have been told regularly. The third and last result is the interest aroused, both inside the Library and outside, among library assistants and their families; children and their parents; school principals and teachers; social workers; and people in general.

Anybody can understand and appreciate a well selected and well told story. Therefore, I would advocate the occasional ad-

mission of a limited number of grown people to a story hour for children which is in the hands of an experienced story-teller, and the occasional telling of stories before adult audiences, if it can be done in a thoroughly artistic manner.

"Story-telling in libraries" was made the subject of a general staff meeting last October with the result that all departments of the Library were represented in an attendance of more than three hundred persons. The subject has been presented before meetings of branch librarians and assistants, many of whom have been frequent visitors at the story hour. The chief of the circulation department and one of the trustees have also visited a number of story hours for children, and have contributed to the pleasure and profit of the occasion by their enjoyment at the time and by their subsequent criticism.

Separate statistics of the books circulated in connection with the story hours have not been kept for two reasons: First, because at this period it would represent an added piece of routine quite unwarranted by the book supply; second, because such statistics do not seem a fair measure of the value of story-telling in relation to the genuine love of books we are trying to cultivate. It is not our aim to turn children directly to the book from which the story was told in order that it may circulate that afternoon. We look upon it as an opportunity to give boys and girls a wider range of interests in reading and a higher standard of selection in the books they choose from the circulating shelves. The stimulus of hearing a fine rendering of a piece of literature a little in advance of their own reading, but which holds their attention completely, is of incalculable value in inclining them to read better books as they find them upon the shelves. Statistics of the number of story hours held and of the attendance are kept. From October 1, 1908, to May 1, 1909, 526 story hours were held with an attendance of 16,200. These statistics do not include the attendance at public school assemblies nor the stories given before adult audiences.

With the possibilities presented by the story hour in preserving to the children of foreign parentage the traditions and the folk tales of their native countries, in giving to rural communities a wider range of interests in reading, and of turning the tide of mediocrity in book selection and circulation by the gradual dissemination of a more discriminating knowledge of books and an increasing interest in the work of children's rooms, there would seem to be no more question of its permanent value to a large library system than to an independent library. That it is more difficult to find assistants who are equal to placing work effectively over so varied an area of territory, as is to be found in Manhattan, Richmond, and The Bronx, became the real question at issue.

Miss Moore's paper was supplemented by an account by Miss Anna C. Tyler, of New York, of her personal experiences in work with the older boys and girls.

## **2. STORY-TELLING IN THE CARNEGIE LIBRARY OF PITTSBURGH**

In any consideration of the results of story-telling, due account must be taken of the purpose in mind, and of the means employed to that end. For this symposium, we have thought of our purpose simply as a basis by which we may evaluate results; we have disregarded methods as extraneous to our subject, and are not considering the function of the story in education. We are to limit ourselves to one particular phase of story-telling—its use in the library, its function in library work with children. We are to inquire, first of all, why we employ the story. Is it a means of entertainment, of giving pleasure, of establishing a closer relationship between librarian and child, of giving information which we may consider "every child should know;" or, is it something as definite and practical, and at the same time more inspirational? It has often been said that our aim is to give the right book to the right child at the right time. If this is to be true of our work as a whole, it must be true in its degree of every meth-

od we use, else the method is not of the right kind. Our question resolves itself into the problem of the right use of books, and our discussion is "How far does the story hour contribute to this result?"

With this central idea in mind, let us first take a cursory glance at some of the "by-products" which the story hour brings us. Not the least of these is the opportunity afforded the story-teller. The story hour gives her greater freedom in working with the children. If she has actually lived the stories with them, she has a far better understanding of the things which they enjoy. She knows what appeals to them, she knows the things in the appreciation of which they are deficient. The establishment of confidential relations with the children is certainly practical, for to the story-teller they will go with their questions and their problems when another "teacher" is passed hastily by.

The attitude of the child to the library is another important consideration. The fact that he feels more at home in the library encourages a sense of ownership, a pride in belonging to an organization in which membership is voluntary, and which affords him a freedom lacking in a more formal institution. Through this attitude on the part of the child is gained ease in discipline, and a better spirit of comradeship in the children's room itself.

The effect of story-telling on the child and the intelligent use of books are so closely interrelated that it is difficult to separate them. The effect on the listening child varies with the individual temperament. The story-teller who learns to know her children must adapt her stories to them, must know how to help the individual child choose his "book with the story in it." But the child as a type has so much in common with every other child who listens to the same stories that we may consider for a few moments what story-telling does for him. Often it gives him a clear impression of moral truth, a healthier imagination, a wider sympathy; but these again are "by-products" from our present point of view.

The development of the power of interest and attention prepares the child to be a more intelligent reader. The development of the power of concentration makes him a more thorough reader. This was strikingly shown by an experience in one of our own children's rooms, although the method in this case was reading aloud instead of story-telling. To a crowd of restless boys some popular, interesting, thrilling stories were read. Their confidence and interest won, better things were attempted. Later, two chapters from Sven Hedin's "Through Asia" were chosen. The tangible result in this case was that two of those boys afterward "read clear through" the two fat volumes of Sven Hedin's travels.

Story-telling, rightly used, gives the child a standard by which he may judge other stories, thus contributing to the development of taste. He gains through the ear certain elements which he may miss with his eye. We are taking for granted ability and wisdom on the part of the story-teller, so we may also claim that the story gives him familiarity with good English, an appreciation of form, and a growing sense of relative values.

The story hour, above all, introduces the child in a most happy way to the "land of undiscovered books"—books which he might never choose for himself, books at which he may have glanced and found uninteresting, books which belong to him in a peculiar way, which he has not had the power to recognize. It is a factor in making it possible for him to consider reading a real "delight discovered," to love it for its own sake. Most of us are so thoroughly converted to this view of the child's use of books, that we sometimes forget that others hold tenaciously to the paternal policy. It was one of these, a school principal, who the other day lamented the fact that children are allowed to browse for themselves in collections even as small as one thousand books. He believes that reading should be supervised even as arithmetic and geography are. His panacea is for the school to arrange that each child read one book a month during the time he is

in the grades, making a total of 72 books, well-digested. Valuable as this Fletcherized method may be for certain purposes, does it not rob the use of books of its joyousness, its spontaneity, and add one more weight to the already heavy burden of "required work?" Surely we all agree that any method which makes use of an impulse from within, rather than of one from without, is more effective and more lasting in its results. This we claim for the story hour, that it helps to make it possible for the child to look upon books as his friends, to read with some purpose in view, to make great literature a part of his own life, to use books more intelligently and thus grow mentally and spiritually.

The story hour has been an integral part of the work of the children's department of the Carnegie library of Pittsburgh since 1899, when the West End branch began a series of stories from Shakespeare's plays. The results as seen in the character of the children's reading were so practical that story-telling was adopted systematically, and is now used in the children's rooms, the home libraries, the summer playground libraries and in the work in the public schools. Six story-hour programs have been developed, all of them taken from literature: Stories from Shakespeare, stories from the Iliad and the Odyssey, stories from Norse mythology and the Nibelungenlied, legends of King Arthur and the Round Table, legends of Charlemagne and his Paladins, tales of Robin Hood and his merry men, and stories from old ballads. These are told to the older children, those over 10 years of age. The younger children listen to myths, fairy tales and legends, selected as carefully as the stories in the cycles. Special days are sometimes observed, and special events celebrated, but in general we find that results are best obtained from the regular story-hour programs, with groups of children small enough to be easily controlled and to feel the nearness of the story-teller. The value of the continuity of a series is one of its important features, both in its effect on the individual child, and in giving



a subject of common interest to a large number of children for a considerable period of time.

The record of attendance at our story hours is of much interest. Local conditions affect this at times, but as we compare the beginning with the condition of our story-hour work at the present time, a healthful growth is apparent. In 1900-1901, the first year when the statistics were kept, the attendance was 5,285, the record for the past fiscal year is 41,947. Not only in numbers, however, is the growth to be seen, but in interest, concentration, and demand for books.

Emphasis has been intentionally laid on the relation of the story to the book. In our children's rooms a shelf labelled "Story hour books" is filled with duplicate copies of the best books containing the stories told, and is located where it is easily seen by the children who come to the room again after the story hour. Our records of the circulation of these books during the months when the stories are told are also interesting—a most practical result. Even the highest figures fall short of the truth, however, for many children use the books in the room. Then, too, we notice a decided and continued demand for them especially during the year after the cycle is finished. This indicates pretty clearly that interest is aroused permanently rather than temporarily.

We have bent our energies toward choosing the story that is worth while, and toward making the story itself the pre-eminent thing. Our story hours are story hours pure and simple, our appeal at the time is to the ear alone, and our effort after the story is told is to connect the story with the printed page.

We believe that the ideal in such work is to make it of inspirational rather than of informative value, and at the same time in a definite and practical way to make the story hour contribute to the solution of the problem of the right use of books. This purpose and this result justify the adoption of the method, the use of story-telling in library work with children.

### 3. STORY-TELLING IN THE BROOKLYN PUBLIC LI- BRARY

The story hour, as limited to the systematic telling of stories to unorganized groups of the younger children and distinct from the reading clubs with definite membership among the older boys and girls, is understood to be the primary subject of this discussion.

The attitude of the Brooklyn public library toward the story hour is the result of practical experience and a desire to adopt or to retain in its work with children only those methods which appeal to the common sense and better judgment of those in charge of such work. In a large library system, the methods found most feasible must be adapted to the particular needs and conditions existing in each branch. Especially is this true in the work of the children's department in which different phases of the work prove necessary or superfluous, as the case may be, in different localities.

The Brooklyn public library held its first story hour at City Park branch, in December 1903, and, since that date, a number of branches have held weekly story hours each winter. The story hour work has now assumed such proportions that it has been thought advisable to discuss thoroughly the question whether or not it is a necessary part of the work. That it is popular with the children is evidenced by the voluntary attendance of such large numbers, and that it has many points in its favor is conceded by all who have been associated with such work. The question is, is this the best method by which to introduce the children to good literature and is it the most profitable way in which the time devoted to it could be spent?

As one of our branch librarians has expressed it, "the legitimate use of the library is the use of it to impart knowledge and the power to enjoy literature." The story hour in the library which fails of these results does not justify itself, and justification of, not excuse for, the exist-

ence of the story hour is what we must have, if the work is to be maintained. It is not sufficient justification to be able to support the claims that the story hour brings good influences into the lives of the children, aids in the discipline, forms the library habit, increases the popularity of the library, stimulates the imagination of the children, gives pleasure to the storyteller, brings her into closer personal touch with the children, or any of the other advantages to be gained from it, if it cannot be proved that the telling of stories actually does lead to familiarity with and love for good literature. Statistics of circulation, always so misleading, possess almost no significance here, since there is no possible method of ascertaining that the books circulated only among the children in attendance at the story hour. If, as is usually the case, the books containing the stories told are shelved separately, under a sign to that effect, how do we know but that the increase in their circulation owes its existence to the same causes affecting the issue of books beneath any other bulletin? It must be left to the individual librarian to decide whether or not the results warrant the effects expended in the preparation and the telling of stories, and she must be fortified with concrete examples of good results, if she advocates the story hour.

There is a large element of truth in much of the criticism of the practice of story-telling in the library. Whether story-telling is a function of the school which has been appropriated by the library, there is always likely to be a difference of opinion, as there is no way to prove either side of the argument to the satisfaction of those of opposite convictions. The children's joy in listening is known to be greater at the library story hour, as the children realize that there they will not be expected to retell the stories. If the story hour is to cultivate a taste for good literature, enlarge the vocabulary of the listeners, and improve their dramatic sense, it follows that the storyteller must be a person who is especially fitted by both nature and training for her

work. Not many persons possess this art and but few of these have the opportunity of developing it to a proper degree.

In the branch of the Brooklyn public library which the writer represents, the story hour has been well established for three winters, the stories being told by a trained children's librarian. The attendance has been large, the order in assembling fair, the attention perfect, and the stories of high order. The stories have usually been selected to popularize good books but little known by the children, and have been prepared as thoroughly as the time available in library time and much of the children's librarian's own time would allow. In spite of these facts, however, the story hour as a regular institution will be discontinued at this branch, another year. A story hour at irregular intervals, timed to suit the convenience of the staff, or one held during the slack time in the summer vacation may still be thought practicable.

There are several reasons for this change of plan which may be applicable to libraries in other places. Most important of these is the fact that the preparation of stories, when properly done, in addition to the other duties of the one children's librarian, is accomplished to the neglect of the reading of the children's books, both old and new. A knowledge of children's literature may be termed the most important requisite of a children's librarian, and anything which tends to make such knowledge of secondary importance is detrimental to the work. The size of the staff of the particular branch in question is inadequate to the demands made upon it at the time of the story-hour meeting. The story hour brings to the library large crowds, when the children's room is apt to be already thronged, and there is no fair method of limiting the attendance. The restlessness necessarily attending the waiting for the story-hour time to arrive, under these conditions, is felt to break into the discipline maintained during the other days of the week to a degree which the beneficial results obtained from the story hour do not offset.

Emphasis should be laid, however, upon the fact that this action, by one branch, does not by any means indicate a complete condemnation of the practice of story-telling in the library, by this Library system. In the other branches in which conditions and results warrant its continuance, the story hour will be held regularly next winter, as heretofore. The rational story hour, which proves itself to be a vital part of the work, when practicable under existing conditions, receives the approval of the Brooklyn public library.

For the reading clubs of older children, when formed in response to requests from the children themselves, we wish to speak only in the highest terms. When, through such a club, one can influence a girl's taste so that she refers to "Jane Cable," by her once-adored McCutcheon, as "trash, like all the rest of his books," and can circulate some of the best books in the adult collection nearly eighty times within a few months, there is no doubt that this work is well worth while. These results have been obtained at the same branch mentioned in the discussion of the story hour.

Given ideal conditions, then, and a trained story-teller, with love, talent, and time for her work, we feel that the story hour offers opportunities not to be slighted. Under other conditions, we should say that there are other activities open to the library worker with children which would be likely to prove more profitable. In acquiring a thorough acquaintance with her books, in establishing a mothers' club such as that conducted by the East Liberty branch of the Carnegie library of Pittsburgh, in preparing book talks for the mothers' clubs of near-by kindergartens, in making herself better acquainted with schools, not only through school visiting, but also through familiarity with the syllabuses of the various grades, in more extensive home visiting, and in closer co-operation with the manifold institutions for social betterment in the neighborhood of her library, the average children's librarian will find sufficient outlet for her energy and will accomplish the greatest

good, to the greatest number, at the least cost.

#### 4. STORY-TELLING IN THE CLEVELAND PUBLIC LIBRARY

Two reasons why the story hour is of value are: First, the economy of time in directing large numbers of children to good reading and stimulating children who do not read easily in the use of books; second, the presentation of stories which children have found difficult to read. The economic value of the story hour is a large factor in the Cleveland public library's recognition of its usefulness for the following reasons: There are 86,837 children attending the grammar schools in Cleveland. According to the 1900 census, 76% of the children are of foreign parentage, and 37% of them attend church and parochial schools which are frequently overcrowded. Usually these children are foreign, their teachers are of the same nationality as themselves and the instruction is often in the foreign language. This is where the story hour considered from its purely economic view has a great value, for in no other way is it possible to direct the reading of large numbers of children in so short a time so effectively. In a little over an hour, from 150 to 200 children hear a good story, which they may have tried to read but have not understood. Even supposing the larger amount of time could be afforded to reach the same number of children individually, would it be possible to obtain the same result?

Often the best stories for children do not appeal to them because the style is difficult. To this class of stories belong those of Andersen, Kingsley and Mrs Ewing. Some results of the use of their stories may be of interest. The "Snow Queen" was told in 2 libraries to 211 children. It was issued 93 times in 8 weeks from the time the story was told. In 2 libraries where the story was not told, it was issued but 4 times in the same number of weeks. The first 3 chapters of "Water babies" were told in 2 libraries to 214 children. The book was is-

sued 65 times in 9 weeks from the time the story was told. These figures are of interest in view of the fact that a teacher of many years' experience advised omitting it from lists for children because they would not read it. "Timothy's shoes," by Mrs Ewing, was told in 3 libraries to 284 children and it was issued 72 times in 9 weeks.

The presentation of the "Snow Queen" may be of interest. The opening story which treats of the magic mirror, how it was broken and the trouble it caused, strikes the key-note of the story, but it does not take the children into the plot. Besides this it is allegorical in form, requiring an appreciation of subtleties which most children do not have. In the telling of the story, the character of the mirror was dwelt upon only enough to have the children understand its relation to the story as a whole. The effect on Kay when one of its splinters enters his heart and how he is carried away by the Snow Queen was told in full, the language of the book being followed in the description of Kay and Gerda's homes, the grandmother, the garden and the good times they had reading and playing under the roses. This was done for two reasons: First, the children themselves had grandmothers and picture-books, therefore they were immediately interested in Kay and Gerda because they recognized the kinship to themselves. Second, it was necessary to give the children sufficient background by dwelling on this part of the story to have them understand why Gerda loved Kay so much and why she was willing to do all sorts of hard things to find him. Of Gerda's search for Kay, and her many helpers, which includes the third, fourth, fifth and sixth stories, only so much was told as was necessary to make clear the great dangers and hardships which she encountered. This meant a great deal of condensing, but it was thought more important to present the story as a whole, with the hope that the children would be interested enough to read it afterwards for themselves and get the delightful fancy and the whimsical humor which makes the great charm of this part of the story.

How Kay is rescued from the Snow Queen's palace, the last story of the seven, was told almost word for word in order to bring out the lesson, namely, the redeeming power of Gerda's faith and love.

With the exception of individual books of unusual literary or historical value, as for instance "Puck of Pook's hill," the rule should be quite general that stories for older children should be definitely planned with a view to inducing them to read connectedly books of literature or history. In a certain library popular Indian stories were told with no thought of connecting the children's reading. If advantage had been taken of the general interest in Indians by beginning with Custer's last fight in the Little Big Horn, or with Janvier's "Aztec treasure-house," it would have been an easy step to Parkman and to Prescott. As it was the stories that were told led to nothing more than a great demand for Munroe, Stoddard and Tomlinson.

As an instance of what may be done to encourage older boys and girls to read on related subjects, the following results from telling the Icelandic sagas and stories from Scottish history are of interest. The Icelandic sagas, "Grettir" and "Burnt Njal," were told in two branches to stimulate the interest of the children in French's "Grettir" and his "Heroes of Iceland," an adaptation of Dasent's "Burnt Njal." The introductory story was told from "Rolf and the viking's bow," because it is in popular form and because it has the essence of Norse strength and fearlessness. This was followed by one story from "Grettir" and two from the "Heroes of Iceland." The books used in preparing the stories were Anderson's "Norse mythology," Larned's "Tales of a Norse grandmother" and Dasent's "Burnt Njal." The total number of children who attended the 4 story hours was 322. Results: "Rolf and the viking's bow" was issued 70 times in 8 weeks, "Grettir" was issued 69 times, and the "Heroes of Iceland" 31 times.

Good results are obtained by judicious selection of stories in relation to the temperament and environment of the children. Nationality is largely a key-note of tem-

perament. Temperament and environment explain to a large degree the children's enthusiasm for one story and the indifference to another, equally good.

Italian children do not care for mere facts; they have no interest in a story that does not appeal either to their imagination or to their sympathy. Their impressionable nature makes them at once inspiring and discouraging to work with—inspiring because of their quick response to an appeal or an impression, discouraging because the appeal or the impression is so soon forgotten. The lesson of the story is grasped immediately, but there is a tendency to apply it to their neighbors rather than to take it to themselves. To illustrate, a group of Italian children listened to the story of "The necklace of truth" with much interest. It was scarcely finished when two boys said: "Yes, girls do tell lies!" The story-teller added that long before the year was out Merlin sent for the necklace because he needed it for a boy who told dreadful lies. They had nothing to say, for one of the boys the week before, in order to hear the stories a second time, insisted that he had not been in the first group, notwithstanding the testimony of his friends.

Jewish children have good imaginative powers and are interested in all sorts of subjects. They like stories of history, biography, fairy tales, legends and poetry—all is grist to their minds that in any way appeals to their imagination or to their keen appetite for knowledge. They have the best memories of any children, but the characters in the stories do not always impress them. For this reason the ethical significance should be dwelt upon. For instance, in telling the story of "The King of the Golden river" to Jewish children, the unselfishness of Glück was brought out in strong contrast to the selfishness of his brothers, Hans and Schwartz. A few weeks later the story-teller noticed that the front row of chairs was crowded, and asked that one of the children find another seat. No one moved for a minute, when a girl jumped up saying: "You can all be Hans's and Schwartz's if you want to, but I am going to be Glück!" The next week

there were several empty seats in the front row.

As an instance of bad judgment in not considering environment in the selection of stories, Poe's "Black cat" was told to a gang of boys who were from a neighborhood where the incidents of the story—drunkenness and murder—are of not infrequent occurrence. Environment also explains the reason why Irish and Italian children enjoy "The King of the Golden river" so much more than Jewish children. It is because of the Catholic symbolism in the story.

The story hour must be wisely planned in its relation to the work as a whole. Over-enthusiastic persons who imagine that with a story hour a library *must* be doing good work with children have found that such things as time and place should have been taken into consideration before organizing a story hour that proved a hindrance instead of a help. Order is the fundamental requisite of a library, and the story hour should be conducted in a manner to preserve order rather than to make it more difficult to maintain. If there is no room within easy access where the story may be told, if the library occupies restricted quarters and it is impossible to arrange to have the children come when the library is closed to adults, it is far better to do without a story hour altogether and to depend upon individual work in directing the children's reading. It is the result of bad planning more than anything else, which has given grounds for the criticisms often so justly made as to the value of the story hour. Any one who has seen a story told under the disadvantages arising from lack of room and not enough library assistants to meet the demands of the large attendance, does well to question the value of such work to the library.

The discussion was led by Mrs Fairchild who commended the thoughtful attitude toward the subject expressed in the reports. Miss Edna Lyman advocated the use of the occasional story in the small library. The question of the advisability of using volunteers for such service was

discussed by Miss Moore of New York, Miss Askew of New Jersey, and Miss Price of Pennsylvania.

### MINUTES

The regular business meeting of the Section was held July 1, at 2 p. m.

Miss Burnite presided.

The minutes of the last meeting were read and adopted.

The Chair appointed the following Committee on nominations: Miss Faith Smith of Pittsburgh, Miss Anna C. Tyler of New York and Miss Ida J. Duff of Brooklyn.

The report of the Committee appointed to write up the purpose and history of the Children's section was distributed in type-written form to the members of the Section. The report was turned over to the Secretary and a vote of thanks extended to the Committee.

Miss Moore moved that the By-law on membership be amended to read, "Active or voting members shall consist of library assistants whose entire time is given to work with children in libraries and schools and librarians and assistants who are actively representing work with children." After some discussion the motion was carried by unanimous vote. Miss Moore moved that the associate membership be dropped since former associate members through the amendment were now eligible to full membership. The motion was carried.

The Chair appointed Mr A. E. Bostwick of St Louis and Mr W. Dawson Johnston of Columbia university library, New York, as members of the Advisory board to fill vacancies.

A letter from the editor of the "Story hour magazine" offering to co-operate with the Section was discussed, but no formal action was taken.

It was moved and carried that a Press committee of three members be appointed by the Chair, the retiring chairman and secretary to be members ex-officio. The Chairman appointed Miss Alice Jordan of Boston, Miss Mary McCurdy of Pittsburgh and Miss Margaret M. Douglas of New York.

The Committee on nominations reported the following for officers for the coming year: Miss May Massee of Buffalo, Chairman; Miss Clara Herbert of Washington, Secretary. This report was unanimously adopted and the meeting adjourned.

### SECOND SESSION

(Wednesday, July 1, 1909, 8:15 p. m.)

Miss Burnite presided.

The first item on the program was a report, by the Chairman and Secretary, on

#### **Instruction In Work With Children In the Various Library Schools and Summer Schools**

##### **1. In the library schools**

**Explanation.** This report is a digest of the reports made by the directors of the various library schools and summer schools.

Report forms were sent to all library schools mentioned in the American Library Association handbook of September 1908, and to as many summer schools as could be found noticed in the library periodicals. These forms were sent out during the fall semester, and so far as is known, before instruction in this special subject had been given for the year; in nearly all instances they were returned after the instruction had been given. The following schools reported: New York State; Pratt; Drexel; Illinois; Atlanta; Western Reserve; Wisconsin; Simmons College. Reports were also received from the following summer schools: New York State; Iowa; New Jersey; Minnesota; Indiana; Michigan; Simmons College; Wisconsin.

Some confusion seemed to arise because so many detailed points in children's work were covered in the questions. This was because little idea of the course and of the points covered could be ascertained from the school catalogs, and it was thought that questions in detail might bring out the treatment of the subject. The main lines of the report are: The object of the course; the time given to it; the lecturers; the points covered; methods of presentation; and the disposition of

the students in small libraries and in work with children.

The object in gathering this information **and in presenting it to the Section** is to further interest in the instruction of the general student in this subject which is more definitely considered a specialty than any other phase of library work. Especially was it considered wise to further this interest at this time when it is probable that, owing to the recent development of work with children, the methods of presentation of the subject in many of the schools has not taken permanent form. It is not, however, the intention of the officers to so present the work of any school that it may resolve itself into a criticism of that school. Individual reports will be turned over to the Committee on library training, if it is so desired.

**Object of the course.** New York State. To enable students to decide their fitness for such work, to indicate approved methods so that they may supervise intelligently children's work in a small library, and to indicate means by which they may fit themselves further for this special line of work in case it appeals strongly to them.

Drexel. For general work with children without special application.

Illinois. Intended to adapt itself to conditions in the Middle West where there are many children's rooms, not many children's librarians, and not any likelihood at present that the library will support more than assistants who will look after this work under the direction of the librarian.

Wisconsin. The basis of the school is work with small libraries.

Atlanta. Special feature of the school is organization and management of a small library.

Western Reserve. Presentation of the work for the general assistant and for the librarian of a small library.

Pratt. Refers to the Apprentice course rather than to the general instruction in answer to the question. Since this report is to cover instruction in the sub-

ject for the general student, the Pratt Institute apprentice's course for work in a children's room will not be taken up. Miss Plummer may, however, wish to explain the object of the course in connection with her discussion of this report.

Simmons. No answer.

In all of the schools the subject is required in a one year's course. New York State opens the course to outsiders as a special course and 17 persons have taken this special course in the last 3 years. Wisconsin offered the subject one year as a special course for librarians in the State and 3 persons took it. No reason for discontinuing this plan was given.

**Time spent on subject.** The amount of time spent on the subject varies from 5 to 15 lectures for a one year's course, and in the 2 library schools giving regular senior courses, New York State gives no senior lectures and the University of Illinois gives 25. The Acting Director of the Illinois school states that he does not wish to have his statements of this work considered definite, since it is undeveloped.

The number of lectures given in the various schools is as follows: Pratt, 5; Illinois, 7; Wisconsin, 14; Drexel, 11; New York State, 11 (5 additional lectures are given in the summer school and are also open to the regular students); Atlanta, 14; Western Reserve, 15; Simmons gives no number, but states that it is difficult to answer as in all subjects treated the work with adults and with children is considered in parallel lectures.

Drexel and Western Reserve report a tendency to increase the number of lectures; New York State to increase slightly; Pratt and Atlanta to remain stationary; Wisconsin reports no material change for a time at least.

In considering the number of lectures, opportunity for practice in work with children should be taken into account. Pratt lays stress upon the practice in the children's rooms. Miss Plummer states that only the work in the class room is reported as lectures. Much of the instruction is not given in the class room. Stu-

dents virtually have lectures from the head of the department when they are in the children's room. They are arranged in groups and the same instruction is given to the groups who go at different times. New York State reports practice in children's rooms optional and does not give the number of hours required when practice work is elected by the student. Pratt reports 93 hours of practice; Atlanta, 16; Drexel, 14 hours in the Apprentice's library; Western Reserve, 14 hours in the children's rooms of the Cleveland public library. Other schools have failed to answer the question which probably indicates that they do not afford practical experience in the children's rooms.

Other forms of practice work reported on are: story-telling, visits to school libraries, bulletin making, and experience with home libraries.

In answer to the question, "Do the students hear a story told?" Wisconsin states, "all who are interested in children's work, and expect to be in public libraries;" Western Reserve, "each student attends 1 story hour;" Drexel, "students do not hear a story, they are expected to tell 1 story each;" Simmons, "students hear a story told by a professional;" Pratt, "students hear 1 story, possibly more."

**Picture bulletins.** Wisconsin reports that 1 bulletin is required of each student. New York State no longer requires the making of bulletins, but gives an explanatory lecture. Drexel, Atlanta, Simmons, Pratt and Western Reserve each require a bulletin. Western Reserve states, "lectures on this subject are to illustrate the presentation of the subject matter to children and the compilation of short lists."

**Library visits.** In answer to the question, "Do students visit school libraries?" Wisconsin, Western Reserve, New York State and Pratt answer "yes;" Drexel, "no." No library school requires practice time in work with schools.

**Opportunity for practice in conducting home libraries** is given by Simmons and Pratt.

**Lecturers.** The directors of the schools, in their choice of lecturers, show great

diversity of opinion as to the lecturers' experience and general connection with children's work. It should be noted that in this, as in other subjects, the directors of the schools are probably influenced in their choice by personality as well as by official position.

New York State has 5 lecturers, all visiting, for a course of 16 periods; 1 general librarian, 2 heads of departments, 1 children's librarian, 1 library lecturer on work with children.

Pratt has 5 lecturers, all visiting, for a course of 5 periods; 1 librarian, 1 branch librarian (formerly a children's librarian), 1 head of children's department, 1 normal school librarian, 1 high school librarian.

Western Reserve has 2 lecturers, both visiting, for 15 periods; 1 head of children's department, 1 former instructor in a normal school.

Wisconsin has 1 visiting lecturer, a librarian of a normal school, for a course of 10 periods. The lecturer for the remaining 4 lectures is not given.

Drexel has 1 lecturer, the Director of the school, for a course of 11 periods.

Illinois has 1 lecturer, visiting, for 7 periods for the junior and 25 periods for the senior course. This is a special lecturer on library work with children.

Simmons does not report, but refers to a lecture by a professional on story-telling.

It may be assumed that lecturers visiting for one or two periods have little knowledge of the temperamental qualities of the students and their background, and consequently their lectures are either inspirational or direct statements of methods of work. It may also be assumed that when this subject is presented by a general lecturer, it is largely an application of the general principles of library work to the special field. It therefore follows that if the course be given largely by outside lecturers the subject should be treated at least incidentally in connection with other subjects by a member of the regular teaching force. This is done in the New York State school in connection with book selection and reference, and in the Wisconsin



sin school in connection with reference and cataloging.

The proportion of time given to the subject of children's literature is of interest, but unfortunately the number of lectures on this subject is not always indicated. Wisconsin devotes 7 out of 14 hours to children's literature; Atlanta, 4 hours out of 8 (outside lectures not given in the estimate); Drexel, 3 out of 11; Western Reserve, 6 out of 15. Simmons states that in connection with book selection 1 lecture hour is devoted to choice of children's books, and some 50 books are put out for inspection, 5 hours being allotted for this work.

**Reading.** Preparation for lectures on literature by required reading varies from no required reading to 12 books in the one-year courses.

New York State reports none, but has a collection of 50 books selected by a specialist to illustrate editions, illustrations and various other points.

Pratt reports that 4 or 5 books are read by the students while they are in practice, in order that they may learn to compare; e. g., school stories—Tom Brown, Crofton boys, William Henry letters, Captain of the crew, Harding of St. Timothy's. "Some comparative work in non-fiction is also planned."

Drexel reports 2 books to be read, and states that each student is assigned 2 authors to report upon—one for boys' and the other for girls' books. These are discussed in class, making 44 authors in all. Each student reads 1 book by each author about whom she reports.

Wisconsin reports 12 books to be read by each student, 1 book in each of several classes. Individual titles are not specified, but a selected list of about 220 titles is placed in the student's hands and she may make her own selection. It should be said that these titles are rather broadly grouped in the several classes; that both standard books and books of average quality are included and also books for very small children. Wisconsin has compiled an extensive bibliography of children's reading, methods of work and

lists. This bibliography is evidently given to students for future reference.

Western Reserve requires 5 books, all of them classics, and some other reading from various books.

Illinois requires for the senior course 17 books in the following classes: easy books, poetry, fairy tales, fiction, humor, and 1 book about children. The books required for the junior course are not given.

Atlanta and Simmons do not reply.

The question on bibliography did not bring out a report on the presentation and analysis of lists. In connection with instruction in children's literature requirements in the compilation of short lists should be considered. Opportunity for such practice is given as follows: By New York State, in connection with the course in book selection; at Drexel, in 1 or 2 lists prepared in the book selection course for children; at Pratt, in short lists compiled for bulletin work; at Western Reserve, in the list compiled in connection with the student's bulletin; at Illinois; at Simmons in work for the North Bennett industrial school, the students making lists that vary as to number of hours for preparation.

**Editions.** A question on the presentation of the subject of editions of children's books brought the following report: Wisconsin has 2 lectures in a regular course on editions, and 1 lecture is given on illustrations. New York State takes up editions in the book selection as well as in the children's course. Pratt calls attention to editions while in practice. Illinois states that editions and illustrations are discussed. Western Reserve relies upon the student's practice in the cataloging of the East branch books, in which there are 500 children's books in carefully selected editions to influence the student's judgment on editions and illustrations.

**Positions.** In answer to the question, "Do you suggest students for positions in children's work when requested to do so," New York State, Drexel and Western Reserve says "yes." Pratt says, "we do not recommend them as children's li-

brarians unless they have taken the apprentice's course;" Wisconsin, "we do so if we have students properly qualified to undertake such positions;" Simmons, "yes, with the understanding that we have not given them special training in that line of work." Illinois and Atlanta do not answer.

Totalling the number of students for the 6 schools answering, who in the past 5 years have gone direct from a general library school to work with children, the number is 34: Pratt, 17; New York State, 6; Western Reserve, 4; Wisconsin, 5; Drexel, 2; Simmons, 0. The number of graduates now holding positions in work with children from the 6 schools which responded is 50: Pratt, 24; New York State, 10; Western Reserve, 4; Drexel, 6; Wisconsin, 5; Simmons, 1. The number of graduates of the 6 schools in the last 5 years who are heads of small libraries, the usual object for which the course is given, is 82: New York State, 27; Pratt, 16; Drexel, 11; Wisconsin, 8; Simmons, 4; Western Reserve, 8; and Atlanta 7.

## 2. In the summer schools

Indiana announces the following course in work with children for 1909: "Lectures will be given on the planning and equipment of the children's room; children's classics; fairy tales for children; Indian and other stories for children; books for older girls and boys; reference work with children; story hour in the library; bulletin and picture work; library and school co-operation, etc."

Iowa announces a series of lectures along 4 lines: (1) Children's literature, (2) Children's librarian and the aim of the children's room, (3) Special problems of classification and cataloging, (4) Story-telling to children.

Michigan announces a 5 weeks' special course in 1908, giving name of instructor, only.

Minnesota gives name of instructor and topics for lectures.

New Jersey merely notes lectures.

New York State announces names of lecturers.

Simmons College makes no announcement.

Wisconsin makes no announcement.

**Object of course.** With two exceptions the summer schools report the object of the course, "For work in small libraries." New York State says, "Only fundamentals treated. Purpose is to enable students to decide their fitness for such work and to indicate approved methods". Simmons College makes no report on this point, but Miss Robbins writes that the aim is to give a general course.

**Length of course.** With the exception of New Jersey, which gives 5 weeks, and Wisconsin, which gives 8 weeks, all summer schools reporting give a 6 weeks general course.

	Total number of lectures given	Special lectures on children's work
Indiana .....	89	12
Iowa .....(no answer)		10
Michigan .....	96	20
Minnesota ..... 50-60		5
New Jersey ....(no answer)		9
New York State ..	88	5
Simmons College	71	0
Wisconsin .....(no answer)		-

Many problems in children's work are naturally presented in the general lectures.

In regard to the tendency to increase or decrease the number of special lectures, Indiana says increase; Iowa says 2 weeks is standard; Minnesota expects to give same time to subject; New Jersey makes no answer; Simmons College makes no answer.

All schools report the work as a required part of the course. Iowa offers it also as a special course. Michigan offered 15 lectures to outsiders in 1908 as a special course but gave no credit. The number of students electing the special courses is not reported upon. A large number of the special lectures in each school reporting are given by regular instructors or lecturers in accredited library schools, and show 1 librarian of a large library, 1 librarian of a small library, 1 librarian of a normal school, 1 instructor in a normal school, 1 library lecturer, 2 commission workers, and 3 heads of children's departments.

**Topics of lectures.** Special emphasis is placed upon children's literature, methods of directing children's reading and

planning and equipment of children's rooms. Very little time is given to reference work or school work. Indiana discusses and compares lists from 10 sources; Iowa, 6; Michigan, 8; Minnesota, 3; New Jersey, 4. Wisconsin states that time is given to a comparative study of accepted lists.

**Required reading.** Indiana requires that 27 books be read and others examined; Iowa requires 21 books, the selection being adapted to student's needs. Michigan required 15 books in 1908, and had a model library of 500 volumes for examination. Minnesota requires no definite reading as preparation for lectures, but encourages the examination of a model library and a picture book collection. New Jersey requires the reading of the "A. L. A. papers." New York State requires no reading, but has a model library of 50 volumes. Wisconsin makes no report in this particular.

**Practice work.** No summer school reports practice work with children. In Wisconsin students observe work in a children's room; in Indiana they hear a story told.

In Minnesota the subject of children's work is given the same amount of time as book selection, reference work and administration. In Michigan 20 lecture periods were given to this subject, 22 to cataloging and 20 to classification, with about one-third less practice time to the children's work. The other schools make no report.

It is probable that there is more uniformity in the instruction in the summer schools than in the regular library schools, since they reach much the same class and train to meet much the same conditions. On the whole, they give a much larger proportion of time to the subject than is given by the regular library schools.

This report was discussed by Miss Mary W. Plummer of Pratt Institute library school and by Mr Frank K. Walter of the New York State school.

Miss Plummer spoke as follows:

So far as our own school is concerned, I am exceedingly glad that we have been

called to give an account of ourselves in this respect of the preparation for work with children; for, although we make no extensive claim of special attention to it, we might at least give what work we do give more systematically. Most of the schools are too pressed for time to handle their multiplicity of subjects to do thorough work in any special direction or to give much more than a foundation in any subject; but we should be careful that it is foundation and not superstructure that we are giving.

Such things as the selection of children's books or of adult books suitable to older children, methods of inducing reading of the right sort, rules and records suitable to children's rooms, furniture and fittings, are all, I should say, fundamental subjects on which even the one-year course should offer instruction in principles, supplemented by as much practice as possible in well-administered libraries. A one-year course, in attempting to do more than this, would be doing injustice to other subjects equally important.

The temptation is strong at times to step aside from these essential topics to give instruction in, or to engage lecturers on, some new subject of temporary interest, or some local phase of the work peculiar to the school's environment.

Speaking for ourselves, we have sometimes yielded to the spell of personality and had a lecture or talk on some subject not fundamental, for the sake of having a certain speaker. It was pleasant and sometimes inspiring, but given our limits in time and appropriation, I have asked myself if it was wise. In some cases, I have decided that it was not, that the time would have been better spent in a plain, practical lecture on something it was more necessary for the students to know about, in case chance should make them children's librarians. I say chance advisedly, because after such a course as ours, we do not recommend graduates as children's librarians, knowing that we have neither instructed nor tested them sufficiently for that. We do say that cer-

tain ones have displayed qualifications in our own children's room that indicate, as the homeopaths say, work for children. These same subjects are equally advisable for one who is going out as branch librarian, since children usually form so large a part of branch patronage, or for the librarian of the small library who is to deal with children herself or oversee those who do. So that the instruction is given as a part of general training, not as a course of special training.

You will observe that I have not mentioned picture bulletins or story-telling by name among the fundamental subjects, but that is because I included them as means to an end, under the phrase, "methods of inducing reading of the right sort." So long as these are considered and treated as means to this important end, they belong among the fundamental topics. As an end in itself, I see no place for the picture bulletin, though a good argument could be made for story-telling, as a presentation of literature. Both, it seems to me, are legitimate attempts to promote right reading by means of suggestion. Direct advice and recommendation are seldom well-received and therefore generally inadvisable, particularly with children strange to the room and the librarian; but the general appeal of a **subject, as made by the picture bulletin** or of an author as made by the story-teller, is often, in fact very generally, responded to.

Practice seems very important in this department of a school's work, although it cannot be supplied in all the subjects on which instruction is given, such as furniture and fittings, for instance. And the main object of practice here should not be facility in routine, but the training in observation and in the linking of cause and effect. A student who finds out for herself in practice the effects that certain methods are having on the children, or the causes of their refusal or ignoring of a certain type of book, has something better worth while than a statement of the same thing in her note-book, repeated from a lecture. She has got the fact, she

has sharpened her observation for use next time, and she has her major premise and is ready for the next step toward a logical conclusion, if she knows how and is careful to take it. Nothing but actual practice can give her this opportunity for independent growth. And such growth is no drawback to work in a library in other capacities than that of children's librarian, for the sharpening of her faculties here must have a good effect upon work she may do anywhere.

A word about the library in which practice is given. In the first place, unless the children who use it are in part, at least, normally constituted, normally brought up children, the practice here should not be considered sufficient. Work among children of one race, for instance, or in localities where the standard of living is very low, needs to be balanced by practice in other and different neighborhoods. It is quite true that the eager, ambitious, responsive, foreign child is most attractive, but he requires rules and treatment that cannot be used in another locality where another type of child prevails. The practising student should not be allowed to draw inferences or conclusions too soon—a variety of experience, if it can be had, is most desirable. We all need to remember at times that it is not so much long experience in one spot and under one set of circumstances, as variety and depth of experience, that make the expert.

Summing up, I would say, that in my opinion work for children can not be given in a general library school course as a special subject, but as a necessary part of the general training; that it should be confined there to fundamental subjects; that these should be presented by the best-qualified persons as to knowledge of the subject and ability to impart that knowledge that the school can obtain; that practice should be as abundant as possible and should aim rather to train observation and arouse thought than to perfect the student in mechanical routine; that students should not be sent out at first as independent children's libra-

rians, but as assistants under experienced children's librarians, if they aim to enter that field at all; finally, that more specialized schools for this particular work are needed.

The report of the Section and the separate reports from the directors of the library schools were turned over to the Sec-

tion on professional training for librarianship.

Miss Beatrice Kelly, librarian of the Public library of Steubenville (O.) read a paper on the "Selection of juvenile books for a small library," but owing to lack of space it is not printed here.

## SECTION ON PROFESSIONAL TRAINING FOR LIBRARIANSHIP

(Wednesday, June 30, 1909, 2:30 p. m.)

This Section was established by vote of the Council on June 26, 1909, upon petition signed by the members of the Committee on library training.

Its first meeting was held at the Bretton Woods conference, June 30, 1909, at 2:30 p. m., with Henry E. Legler presiding. Miss Effie L. Power acted as secretary. The following program was given:

Report of the A. L. A. Committee on library training—Mary W. Plummer, Chairman.

The library conditions which confront the library schools—Julia E. Elliott, Pratt Institute library school.

Report on student material for library schools—Frank K. Walter, New York state library school.

Do we need a graduate school?—Adam J. Strohm, Public library, Trenton, N. J.

Discussion—Mrs. S. C. Fairchild; Chalmers Hadley; H. W. Craver.

The first of the above formal papers, by Miss JULIA E. ELLIOTT, has been selected for publication.

### LIBRARY CONDITIONS WHICH CONFRONT LIBRARY SCHOOLS

Like all institutions which have justified their existence by increased usefulness and steady improvement library schools were the outgrowth of a definite need. In order to understand the principles underlying their organization, subsequent development, and present status, it is necessary to understand something of library conditions which led to their founding and which have obtained during their growth.

The inception of the library school movement may be traced to the first library convention in 1853, 120 years after the establishment of the Philadelphia library company by Benjamin Franklin, the first successful American public library. In the call for this meeting the object was stated as follows: "For the purpose of conferring together upon the means of advancing the prosperity and usefulness of public libraries, and for the suggestion and discussion of topics of importance to book collectors and readers."

Fifty-three librarians representing various classes of libraries, attended this meeting. Among other things the results accomplished as summed up in a report of the meeting were: Bringing to novices the varied experience of those who had long had charge of public libraries; plans for the preparation of a complete librarian's manual; measures for the formation of a librarian's association.

Interesting and successful as this meeting had been, a lapse of 23 years occurred before a second was held in 1876 in Philadelphia, when the American Library Association was definitely organized. This year, famous in library annals as the beginning of so many movements which gave tremendous impetus to the development of public libraries, produced the most important library manual yet projected, "Public libraries in the United States", prepared and issued under the direction of the U. S. Bureau of education.

The key-note of this first convention and of all subsequent ones was co-operation. This co-operation carried on through the American Library Association meetings, and in the interim by the "Library Jour-